

The Effect of a Tactical Approach on Learning Interest and Futsal Playing Performance among Eighth-Grade Junior High School Students



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Futsal is taught, but tactical understanding is not

- 1 PJOK's broader mission**
Physical Education, Sport, and Health should build the physical, cognitive, affective, and social domains together — not just fitness.
- 2 A conventional, teacher-centered reality**
Game material is still taught through separate instruction and technical demonstration, leaving students as passive recipients with little room for decision-making.
- 3 The futsal gap**
Futsal is fast, dynamic, and popular — yet lessons focus on isolated passing, dribbling, and shooting drills, so students struggle to transfer technique into real play.

Learning tactics before technique

CONVENTIONAL APPROACH

- Technique drilled first, in isolation
- Students remain passive recipients
- Little room for decision-making
- Weak transfer to real match play

TACTICAL APPROACH

- Starts with modified game situations
- Tactical problems solved before technique
- Active discussion, decisions, reflection
- Technique used as a tool, not the goal

Research gap: few studies examine learning interest and playing performance together, and evidence at Indonesian junior-high level remains scarce.

Aim: examine the effect of a tactical approach on learning interest and futsal playing performance among eighth-grade students.

Quasi-experimental, pretest-posttest control group design

51

students (Grade VIII), cluster sampling

26

Experimental
(tactical)

25

Control
(conventional)

1

Learning Interest Questionnaire

40-item, four-point Likert scale across five indicators: attention, enjoyment, interest, involvement, enthusiasm. Valid ($r > 0.349$) and reliable (Cronbach's $\alpha = 0.957$).

2

Game Performance Assessment Instrument (GPAI)

In-game observation of futsal playing performance across three components: decision making, skill execution, and support.

IBM SPSS 27 • Shapiro-Wilk & Levene • Paired / Independent t-Test • Cohen's d

PROCEDURE

Preparation → Pretest → **Treatment** → Posttest → Analysis → Conclusion

Both outcomes improved more in the experimental group

Learning Interest Score

EXPERIMENTAL (TACTICAL)

120.77 → 144.92 **+24.15**

CONTROL (CONVENTIONAL)

113.16 → 122.72 **+9.56**

Posttest difference significant — $p < .001$, Cohen's $d = 2.85$ (very large effect)

Futsal Playing Performance (GPAl mean)

EXPERIMENTAL (TACTICAL)

0.66 → 1.38 **+0.72**

CONTROL (CONVENTIONAL)

0.70 → 1.38 **+0.50**

Posttest difference significant — $p = .017$, Cohen's $d = 0.69$ (medium-to-large effect)

Shapiro-Wilk and Levene's tests confirmed all pretest/posttest data were normally distributed and homogeneous ($p > .05$), meeting assumptions for parametric testing.

Why the tactical approach worked

LEARNING INTEREST

- Modified games required thinking, decisions, and cooperation — replacing passive drilling with active participation.
- Students grew more confident making decisions in play and more enthusiastic during lessons.
- Consistent with prior studies linking tactical/game-centred approaches to greater enjoyment and participation.

FUTSAL PLAYING PERFORMANCE

- Modified games confronted students with realistic problems — recognising situations, deciding, and applying the right technique at the right time.
- Clear gains across all three GPAI components: decision making, skill execution, and support.
- Effect closely resembles real match conditions, aligning with earlier tactical-approach research in football and futsal.

Implication: the tactical approach strengthens the affective and psychomotor domains together, and can extend to other invasion games with adequate facilities and teacher training.

A more effective, student-centred alternative for Physical Education, Sports, and Health

1

Significantly increased students' learning interest by placing them at the centre of active, meaningful, game-based learning.

2

Improved futsal playing performance across decision making, skill execution, and support (GPAI components).

3

Both effects were significantly greater than the conventional approach — recommended as an alternative teaching strategy for futsal and other invasion games.

Future research: larger and more diverse samples, longer treatment periods, and additional variables such as motivation, learning outcomes, or teamwork.

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